

Revised March 10, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Mrs. Caline Olson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Norman County West Elementary School
(As it should appear in the official records)

School Mailing Address 320 Main Street, P.O Box 39,
(If address is P.O. Box, also include street address)

Hendrum Minnesota 56550-0039
City State Zip Code+4 (9 digits total)
County Norman State School Code Number* 2527

Telephone (218) 861-5800 Fax (218) 861-6223

Website/URL www.ncw.k12.mn.us E-mail caolson@ncw.k12.mn.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Caline Olson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Norman County West #2527 Tel. (218) 861-5800

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Charles Borgen, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 Junior high schools
 1 High schools
 Other
 2 TOTAL

2. District Per Pupil Expenditure: \$9,631
 Average State Per Pupil Expenditure: \$8,370

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 4 years Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	20	18	38	7			
K	9	12	21	8			
1	7	10	17	9			
2	14	7	21	10			
3	11	14	25	11			
4	12	11	23	12			
5	12	11	23	Other			
6	10	13	23				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							191

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|------------------------------------|
| _____ | 87 % White |
| _____ | 0 % Black or African American |
| _____ | 11 % Hispanic or Latino |
| _____ | 0 % Asian/Pacific Islander |
| _____ | 2 % American Indian/Alaskan Native |
| _____ | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 26 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)]	37
(4)	Total number of students in the school as of October 1	147
(5)	Total transferred students in row (3) divided by total students in row (4)	.26
(6)	Amount in row (5) multiplied by 100	26%

8. Limited English Proficient students in the school: 5 %
8 Total Number Limited English Proficient
- Number of languages represented: 1
Specify languages: Hispanic/Spanish

9. Students eligible for free/reduced-priced meals: 51 %
- Total number students who qualify: 75

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %
23 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u>	<u>2</u>
Classroom teachers	<u>9</u>	<u>1</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>7</u>	<u> </u>
Support staff	<u>6</u>	<u>1</u>
Total number	<u>25</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17 to 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	95%	95%	95%	96%
Daily teacher attendance	95%	93%	92%	94%	90%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

The students, staff, and communities of the Norman County West School District consider it an honor to have Norman County West Elementary nominated by the state of Minnesota as a Blue Ribbon School. Our mission is to build caring and contributing members of a society. It is in keeping our students as the focus of this mission that we continually strive for success for all children.

Norman County West Elementary is a small rural school located in the Red River Valley of northwestern Minnesota. We are a part of the Norman County West School District that combines the communities of Halstad, Hendrum, and Perley. West Elementary currently has 153 students in grades K-6 with an additional 38 students in our preschool/Headstart program. Our staff is comprised of 28 full or part time teachers, paraprofessionals, support staff and 2 part-time administrators. These administrators share the role of “elementary principal” so that the remaining portion of their responsibilities can focus on district-wide responsibilities (superintendent and K-12 curriculum coordinator).

Like most schools in northern Minnesota, our district suffers from declining enrollment and in turn receives less and less state and local funding. However, even with budget cuts as a part of our reality, our continued focus has been to strive to maintain a “first class” education for our students.

Norman County West Elementary is proud of its strong classroom focus as well as our supportive programs that meet our students’ individual needs. We believe that we are a community of learners and that professional development is a key to student success. Our school district has committed to 10 staff development days per year to help develop the necessary skills to meet the needs of students in the 21st Century. During those staff development days, we have focused on training in Reading in the Content Area, effective classroom instructional strategies, understanding and using student achievement data to impact instruction and helping our paraprofessionals become “highly qualified.”

Several student support programs are also available at Norman County West Elementary. The Title I program is a school-wide program that provides in-classroom support to any student that needs assistance in the areas of reading, math, or language.

About 1/3 of our students participate in our All STAR after school program. All STARS is designed to support our students academically through homework time and technology/instructional time as well as focusing on wellness and exercise through a recreational component.

In addition to K-6 programs, Norman County West Elementary hosts a collaborative preschool program called West Adventure Center. West Adventure is the brainstorm of a group of people who believe in the power of early childhood education and are devoted to sharing resources and personnel at the preschool level. West Adventure services 38 preschoolers and their families. It is a collaborative effort between Norman County West Elementary and Tri-Valley Headstart Program. West Adventure has been recognized as a model early childhood program nationally.

Norman County West has been awarded numerous collaborative grants with neighboring schools and organizations. Grants have been used to support after school programs, arts, physical education, library services, technology, instructional support, and early literacy initiatives.

Norman County West’s vision for the future lies in its children. This is the underlying belief in our schools and our communities. By providing an education that focuses on “building caring and contributing members of a community” we ensure the success of our students, our school, and our communities.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Minnesota has designed the Minnesota Comprehensive Assessments (MCA) to measure student achievement and growth in the areas of reading, writing, and mathematics. These assessments are aligned to the Minnesota Academic Standards and are intended to measure the school district's progress towards meeting these standards. The tests are leveled from 1 to 5 with level 1 being the students who are at greatest risk and level 5 identifying students who are proficient in that content area. The goal as set by NCLB is for all students to be at level 3 or higher by 2014. In the past, Minnesota tested all students in grades 3 and 5 in reading and math. Beginning in 2005-2006, all students 3rd through 6th grade will be assessed with the MCA-IIs in these two content areas. The science MCA will begin in the spring of 2008.

The MCA test is a criterion-referenced test that includes multiple choice and short answer questions. There is no time limit for students. Students are required to complete each section of the test within the testing session and cannot return to a section once the session is completed.

Norman County West has limited racial subgroups within our population. Our school is comprised of 11% Hispanic students, 2% American Indian students, and 87% white/Caucasian students. Because of our small enrollment and largely homogeneous population, the groups we analyze are students on free and reduced lunch as well as gender.

Test scores analyzed over the past 5 years show some interesting trends. For further analysis, please reference the data charts at the end of this report.

Grade 3 Reading Highlights:

- Over the past five years, a trend shows fewer students are performing at level 1.
- Over the past 4 years, more than 55% or more students are above grade level proficiency (level 3).
- NCW has seen an increased trend in average scale scores of our 3rd graders the past five years.
- Over the past five years, a trend shows more students performing in levels 4 and 5.

Grade 3 Math Highlights:

- Over the past five years, 18% more third grade students have reached proficiency (Level 3 or above).
- For the past three years, all of our third graders have scored in Level 2 or above.
- Because of our small subgroups, we are unable to examine our students' data who are eligible for free or reduced lunches. However, we have noted that our not eligible for F/R lunch data is consistent to our whole group data indicating that our eligible students would also be consistent.
- Over the past five years, only two students have been excluded from taking the test. One of these student exclusions was due to the family relocating during the testing week.

Grade 5 Reading Highlights:

- Over the past five years, 23% more fifth grade students have reached proficiency (Level 3 or above).
- A steadily increasing trend is occurring for students reaching Level 3 or above.
- In three of the last four years, NCW fifth graders' average scale scores exceeded the state score in reading.
- Over the past five years, our students are showing an increasing trend in average scale scores.

Grade 5 Math Highlights:

- 100% of our students performed at Level 3 or above in 2005.
- Over the past five years, 65% or more of our students performed at the proficient level or above.

- There is an overall increasing trend in average scale scores over the past five years.
- When comparing the data of students' eligible and not eligible for free or reduced lunch, an improving trend seems to be occurring for our students who receive free or reduced lunches.

For more information about Minnesota Comprehensive Assessment testing and Norman County West's MCA results, please see the Minnesota Department of Education website at: <http://education.state.mn.us/>

2. Using Assessment Results:

Norman County West Elementary uses the information from MCA and NWEA assessments to improve student learning, curriculum, and instruction. Teachers spend extensive time reviewing all available data. This information is used to plan curriculum throughout the year and to differentiate instruction for students.

The data is reviewed each school year to identify areas of strengths and concerns for individual students as well as to identify classroom needs. Our MAP data from NWEA testing shows us where each student is performing and where improvement is needed. This data can then be used to impact instruction on a day to day basis.

MCA and NWEA assessment data is also used to identify students who we recommend attend our after school program. Students performing below the 40%ile in reading or math are encouraged to attend the program where they can receive additional support and tutoring with trained staff. This program has been very successful for a wide range of students.

All school district data is also used by our leadership team in setting district goals and planning professional development. We recently began using a data warehousing tool to help us "dig" deeper into our data. This tool helps us disaggregate specifically what needs we have as a school district as well as to identify individual student needs. This specific data has been a key in planning year long professional development for our K-12 staff.

MCA and NWEA assessment results are also shared with parents. Results give parents detailed information on how their child is progressing. The data helps parents and teachers collaborate on opportunities for academic growth. Results are shared with parents at parent-teacher conferences as well as through the mail whenever results are received by the school.

3. Communicating Assessment Results:

Communication is a top priority at Norman County West Elementary. We strive towards using data driven decision making in all aspects of our district.

Parents

- August Parent Teacher Conferences provide an opportunity to communicate rules, curriculum, expectations, and time to collaborate with parents and teachers.
- Report cards are completed and mailed out each quarter.
- Parent/teacher conferences occur two additional times per year. Assessment data and student performance are discussed. Historically we have over a 90% attendance rate at conferences.
- Parents are encouraged to visit our classrooms as well as volunteer in our school.
- Weekly "Monday Packets" sent home with students provide information on scheduled events and articles on ways parents can support their children academically.
- Telephone and e-mail communications are used to inform parents about student performance.

Community

- Quarterly newsletters are distributed. These newsletters inform our stakeholders on district data and assessment results.
- Norman County West's web page is a vital communication tool for parents. Our parents can request on-line access to their child's current grades and attendance. The website also provides valuable

information about scheduling, programs, and school data reports.

- Norman County West School Advisory Team meets quarterly. This committee of parents, community members, and staff reviews assessment and demographic data, discusses current curriculum initiatives, and provides the public a voice in planning.
- The Valley Journal is the community newspaper that publishes articles promoting school academic achievement and activities.
- Norman County West has access to its own local television channel that broadcasts student events and disseminates information about school programs and accomplishments.
- Each year the Systems Accountability Report is published for our stakeholders. This report focuses on assessment data and other demographic data. The report is located on our district website.

Students

- Report cards are issued at the end of each quarter.
- Teachers communicate with students regarding student performance on a daily basis.
- Assessment reports for NWEA tests are shared with students to set individual learning goals.

School Board and Staff

- Norman County West strives to focus on student growth at the classroom level. NWEA data is used to set growth targets for individual students and the district as a whole.
- Each fall the Minnesota Department of Education distributes the “School Report Card.” The information in this report covers state assessment data as well as information on demographics, school safety, and school finances and infrastructure. This report is shared with the school board and staff and is used in goal setting.
- On-going training continues for staff on how to use data to impact instruction.

4. Sharing Success:

Because we are a small school district, Norman County West understands the need to collaborate with others in order to provide support for teachers and students. Area collaborations provide shared resources and expertise.

One such collaboration is our data analysis workshops with two nearby school districts. Through these workshops we bring together grade level teams from all three schools to analyze MCA and NWEA data. Training is provided in how to use this data in designing curriculum and instruction. Differentiated instruction is our long-term goal. We have discovered that giving teachers with a common interest time to share successes and brainstorm efforts is critical to improving achievement in all three schools.

Another collaboration is through regional workshops. The Northwest Service Cooperative hosts area training as well as conferences for sharing. Elementary teachers and staff members regularly attend these sessions and give presentations on Norman County West’s efforts for improvement.

Four area school districts come together bi-annually for a Common In-service Day. This day is a time to share classroom practices and address specific grade level needs of the Minnesota Academic Standards. This in-service has proven to be a good way to build professional ties among our districts.

Finally, Norman County West works collaboratively with Minnesota State University, Moorhead and the University of Minnesota, Crookston in placing student teachers and practicum students. These people are future educators and it gives us an opportunity to share what we know and have learned about improving student performance.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

Norman County West Elementary has worked diligently to develop a comprehensive curriculum based on the Minnesota Academic Standards. All aspects of the curriculum are under ongoing revisions to continually provide high standards for students. Curricular teams comprised of K-12 teachers meet regularly to review current practices and provide input on the curricular needs of students. A four-year curricular review cycle assists the curricular teams in focusing on all aspects of their particular curriculum. On-going professional development supports curriculum implementation. Our entire curriculum is published on the Norman County West website at: (<http://www.ncw.k12.mn.us/Elementary/index.htm>)

Reading/Language Arts: The goal of Norman County West's Reading/Language Arts program is to meet the individual needs of children as readers and writers. Our teachers strive to teach reading at each child's instructional level. Because of this goal, we have implemented a balanced literacy approach to teaching reading in K-6 classrooms. Grades K-2 curriculum focuses on phonemic awareness, phonics development, comprehension, guided reading, independent reading, and word study. Literacy circles and novel study comprise a major portion of the instruction in grades 3-6 with support for specific areas of needs such as grammar, interpretive comprehension, and word study taught through the Scholastic Basal Reading Series. The Six Traits of Writing is used to teach the writing process. On-going staff development is critical to the success of our reading/language arts program.

Math: Norman County West Elementary uses the Everyday Math program developed by the University of Chicago that spirals its curriculum to give on-going exposure to all mathematical strands. Teachers use the multiple strategies outlined in the curriculum to assist students in understanding the more analytical aspects of mathematics. In addition, we discovered that students needed more support with computation and operations so supplemental resources reinforce these critical strands of mathematics.

Science: Norman County West Elementary adopted a new science curriculum for the 2005-2006 school year. After two years of developing our current scope and sequence based on the Minnesota Academic Standards, the science curriculum team investigated and chose the MacMillian/McGraw-Hill Science program because of its alignment to the Minnesota Academic Standards, support for Reading in the Content Area, integration into other NCW curricular areas, and its hands-on, project-centered approach to science. Further review of the science curriculum is continuing to prepare for the state science tests that will begin in 2008.

Social Studies: Social Studies is the focus of the curriculum review cycle this year. We have aligned our scope and sequence to the Minnesota Academic Standards and are currently looking for integrated resources to teach the standards. We are also exploring a process for self-assessment of the effectiveness of our social studies program. Our goal is to have a social studies accountability plan in place by the fall of 2006.

Health/Physical Education: The health/ PE curriculum committee has completed the Norman County West health and physical education standards. This committee based its work on national standards. The focus is for students to be physically and emotionally healthy and prepared for making personal decisions regarding their own health. Physical education is a daily course at West Elementary. Health is integrated into our science curriculum.

Art/Music: The elementary music and art standards are under development. They are based on national standards and promote life-long appreciation for music and the arts. Music standards focus on singing,

performance, improvisation, composing, evaluating, and appreciating music. The visual arts curriculum includes the use of multiple mediums that support the principles of art and the elements of design. Norman County West has a music specialist who provides classroom music and 5th and 6th grade chorus and band.

Technology: Norman County West Elementary recognizes the necessity of incorporating technology into our curriculum to prepare students for the future. The technology standards, based on national standards, are integrated into the regular classroom curriculum as well as taught through a technology course for each grade level K-6. This curriculum focuses on keyboarding, internet use and safety, research, and using technology as a tool for learning and gathering information.

Reading

The Norman County West Elementary reading curriculum is based on reading theory and philosophy not on a basal series. The entire elementary staff worked together to align the curriculum to the Minnesota Academic Standards and chose resources necessary to meet the needs of students who have a wide variety of experiences and background knowledge. Our curriculum is designed so that teachers choose the instructional strategies appropriate to meet the standards and the needs of their particular group of students. A 90-minute reading instructional block is built into all classroom schedules K-6.

Norman County West uses a balanced literacy approach to teaching reading. Teachers start with two important documents as they plan curriculum for each year. The first document is the standards for their grade level and the other document is the assessment data from MCA and NWEA tests. These sources of information become the foundation for making decisions about what and how reading will be taught. In a balanced literacy approach, the focus is on guided reading and literacy circles using novels to meet the needs of varying groups of students. Interactive read-alouds, shared reading, and independent reading are also seen in all of our classrooms. Teachers use on-going assessments such as running records to help them adjust instruction and monitor student progress. Teachers and students have hundreds of sets of leveled books available for use. A strong phonemic awareness and phonics program at the primary and early childhood level is critical. The Scholastic Basal Reading Series is also available as supportive material for instruction. In addition, programs such as Reading Recovery and Title 1 provide instruction for students who need additional support.

Six Traits of writing is the core of our writing curriculum for 3rd through 6th grade. Students gain practice writing in numerous genres. The Six Traits of Writing integrate well with the state writing standards. State standards focus on types of writing including narrative, descriptive, clarification, and problem-solution.

Norman County West's philosophy of teaching reading has evolved over time. It continues to grow and change as we learn more about best practices, reading acquisition theory, brain based learning, reading in the content areas, and differentiated instruction. Reading is the heart of the Norman County West Elementary School curriculum. It is through learning together and making curricular improvements for the sake of our students that we continue to develop a "first class" reading program.

Mathematics, Science, Art, Etc.

At Norman County West, we use the Everyday Mathematics series which was developed at the University of Chicago. The series excels at teaching children how to think flexibly about math. Through the strategies, ideas, and algorithms presented, children discover that there is more than one way to solve a mathematical problem. Everyday Math develops a strong sense of mathematical reasoning.

Everyday Mathematics is aligned to our Minnesota Academic Standards and focuses on the areas of number sense; data investigations; shape, space and measurement; patterns and functions; and computation and estimation skills. The curriculum is spiraled so that students have multiple opportunities to learn and practice skills and problem solving strategies.

We use a variety of manipulatives and other materials to support the Everyday Math program. Data shows that computation is an area needing additional resources and support. Teachers supplement the Everyday Math program with computation exercises, manipulatives, drill and practice, and problem solving review to add dimension to the curriculum. The goal is to have high expectations in mathematics and its application to every day life.

The math scores at Norman County West Elementary have been consistently high over the past several years.

Instructional Methods

Norman County West is proud to boast of a high quality elementary staff. All of our classroom teachers have 10+ years of experience and are dedicated to our students. Our paraprofessionals meet the federal guidelines for being highly qualified. As a school, we are small and our entire staff KNOWS each student and their families. This helps us as a team to work together to support ALL learners. Adaptations are made to meet the needs of individual learners. This year one of our adult learning goals is to begin to use differentiated instruction supported by student performance data. Teachers strive to understand the varying needs of our students and provide meaningful activities at each student's instructional level.

In addition to classroom instructional methods, Norman County West Elementary has Title 1 and Reading Recovery programs to support emerging readers. Our Child Study team meets bi-weekly to review needs of individual students and brainstorms with classroom teachers on ways to promote learning. Our All STAR after school program provides homework support as well as reinforcement of basic skills through a technology program called Lightspan. Technology is used to enhance learning both in the classroom as well as through supportive services. A Family Support Worker is on staff and helps teachers and families with social, emotional, and financial needs related to specific children. Parent volunteers and foster grandparents are a regular part of our day-to-day operations at school.

Norman County West Elementary has specialists in music, physical education, technology, and media to enhance all aspects of learning. A diversity of environments and professional skills provide opportunities for students to excel and learn using different talents and abilities.

Professional Development

Professional development is the key to improvement of student performance and delivering "first class" curriculum and instruction. Several years ago, staff development was deemed a cornerstone of continued improvement in the development of our strategic plan. The school board, staff and administration, reviews this plan annually and new goals are developed based on student data, state mandates, and the needs of our staff and stakeholders. The following are the current staff development goals from the 2005-2006 Strategic Plan:

- Provide professional development opportunities on enrichments and differentiated instruction
- Analyze content and process based outcomes in our curricular review cycle
- Provide staff development opportunities for improving math instruction and test scores
- Use Marzano's instructional strategies to improve instructional practices

Norman County West School District embraces a data driven decision-making model for improving

student achievement. The Leadership Team analyzes current and trend data to help us understand our students' needs. The Leadership Team is comprised of teachers, administrators, support staff, and a school board liaison. This team has a powerful voice in influencing strategic plan goals for each school year, staff development planning, and long-term goals. In a recent analysis of our student data, it was deemed that we needed to focus on utilizing research-based, effective instructional strategies in our classrooms to ensure that students of all levels are successful. With this in mind, the Leadership Team chose to do a book study using Robert Marzano's book, Classroom Instruction that Works for the 2005-2006 school year. During our 10 staff development days throughout the year, 2 ½ hours each day will be spent reading, discussing, brainstorming, and planning for implementation of these strategies. Three to four weeks following the discussion, 30-minute staff meetings occur to discuss successes and concerns.

Past staff development goals have truly made a difference in our school improvement process. Over the past five years, Norman County West has focused its staff development on such areas as reading in the content area, data analysis to impact instruction, balanced literacy model for instruction, technology integration, and implementation of the Minnesota Academic Standards. These staff development opportunities have been for district staff and presented by the Asst. Principal/Curriculum Coordinator through a "train the trainer" model. This model is effective in providing not only training of all staff members, but also allows for continued follow-up and coaching with staff members.

Norman County West's has made a strong commitment to staff development and continued education for all staff members.

PART VII - ASSESSMENT RESULTS

Minnesota Comprehensive Assessment
Subject Math Grade 3

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	March	April	March	March
School Scores					
% At Level 5	15%	4%	5%	21%	4%
% At Level 4	65%	42%	81%	54%	46%
% At Level 3	75%	65%	95%	75%	59%
% At Level 2	25%	35%	5%	13%	33%
% At Level 1	0%	0%	0%	13%	8%
Number of students tested	20	26	21	24	24
Percent of total students tested	95%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0%	0%	5%	0%	0%
SUBGROUP SCORES					
1. Eligible for free and reduced-priced meals					
% At Level 5	*	*	*	7%	0%
% At Level 4	*	*	*	36%	40%
% At Level 3	*	*	*	65%	60%
% At Level 2	*	*	*	21%	30%
% At Level 1	*	*	*	14%	10%
Number of students tested	9	9	8	14	10
1. Not eligible for free and reduced-priced meals					
% At Level 5	18%	6%	0%	40%	8%
% At Level 4	54%	53%	77%	80%	54%
% At Level 3	72%	71%	100%	90%	62%
% At Level 2	27%	29%	0%	0%	38%
% At Level 1	0%	0%	0%	10%	0%
Number of students tested	11	17	13	10	13
2. Male					
% At Level 5	*	0%	0%	20%	0%
% At Level 4	*	50%	77%	60%	38%
% At Level 3	*	80%	100%	80%	46%
% At Level 2	*	20%	0%	13%	46%
% At Level 1	*	0%	0%	7%	8%
Number of students tested	9	10	13	15	13
3. Female					
% At Level 5	27%	6%	*	*	9%
% At Level 4	82%	37%	*	*	54%
% At Level 3	91%	56%	*	*	72%
% At Level 2	9%	44%	*	*	18%
% At Level 1	0%	0%	*	*	9%
Number of students tested	11	16	8	9	11
STATE SCORES					
% At Level 5	24%	15%	14%	11%	14%
% At Level 4	65%	55%	57%	48%	53%
% At Level 3	77%	70%	72%	65%	66%
% At Level 2	16%	22%	21%	25%	25%
% At Level 1	6%	8%	8%	10%	10%

Minnesota Comprehensive Assessment
Subject Reading **Grade** 3

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	March	April	March	March
School Scores					
% At Level 5	24%	23%	14%	25%	4%
% At Level 4	62%	46%	71%	46%	25%
% At Level 3	76%	58%	76%	67%	42%
% At Level 2	24%	38%	19%	17%	29%
% At Level 1	0%	4%	5%	17%	29%
Number of students tested	21	26	21	24	24
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0%	0%	5%	0%	0%
SUBGROUP SCORES					
1. Eligible for free and reduced-priced meals					
% At Level 5	*	*	*	14%	0%
% At Level 4	*	*	*	28%	30%
% At Level 3	*	*	*	49%	70%
% At Level 2	*	*	*	21%	10%
% At Level 1	*	*	*	29%	20%
Number of students tested	9	9	8	14	10
1. Not eligible for free and reduced-priced meals					
% At Level 5	17%	24%	8%	40%	8%
% At Level 4	59%	42%	70%	70%	23%
% At Level 3	85%	54%	78%	90%	23%
% At Level 2	17%	47%	15%	10%	46%
% At Level 1	0%	0%	8%	0%	31%
Number of students tested	12	17	13	10	13
2. Male					
% At Level 5	*	10%	15%	27%	0%
% At Level 4	*	40%	77%	47%	8%
% At Level 3	*	50%	85%	67%	16%
% At Level 2	*	50%	15%	20%	38%
% At Level 1	*	0%	0%	13%	46%
Number of students tested	9	10	13	15	13
3. Female					
% At Level 5	42%	31%	*	*	9%
% At Level 4	84%	50%	*	*	45%
% At Level 3	84%	63%	*	*	72%
% At Level 2	17%	31%	*	*	18%
% At Level 1	0%	6%	*	*	9%
Number of students tested	12	16	8	9	11
STATE SCORES					
% At Level 5	24%	23%	17%	16%	16%
% At Level 4	65%	60%	56%	49%	49%
% At Level 3	78%	73%	73%	67%	67%
% At Level 2	13%	15%	15%	17%	17%
% At Level 1	9%	12%	12%	16%	16%

Minnesota Comprehensive Assessment
Subject Math **Grade** 5

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	March	April	March	March
School Scores					
% At Level 5	20%	9%	17%	0%	19%
% At Level 4	90%	57%	50%	35%	52%
% At Level 3	100%	79%	63%	73%	71%
% At Level 2	0%	17%	33%	21%	26%
% At Level 1	0%	4%	4%	6%	4%
Number of students tested	20	23	24	34	27
Percent of total students tested	100%	100%	100%	100%	93%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	5%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Eligible for free and reduced-priced meals					
% At Level 5	*	*	18%	0%	8%
% At Level 4	*	*	27%	36%	23%
% At Level 3	*	*	45%	65%	54%
% At Level 2	*	*	45%	36%	46%
% At Level 1	*	*	9%	0%	0%
Number of students tested	8	9	11	14	13
1. Not eligible for free and reduced-priced meals					
% At Level 5	25%	14%	15%	0%	31%
% At Level 4	92%	64%	69%	35%	85%
% At Level 3	100%	100%	77%	80%	93%
% At Level 2	0%	0%	23%	10%	8%
% At Level 1	0%	0%	0%	10%	0%
Number of students tested	12	14	13	20	13
2. Male					
% At Level 5	15%	13%	15%	0%	9%
% At Level 4	100%	46%	61%	29%	36%
% At Level 3	100%	73%	69%	82%	63%
% At Level 2	0%	27%	23%	18%	27%
% At Level 1	0%	0%	8%	0%	9%
Number of students tested	13	15	13	17	11
3. Female					
% At Level 5	*	*	18%	0%	25%
% At Level 4	*	*	36%	41%	63%
% At Level 3	*	*	54%	65%	76%
% At Level 2	*	*	45%	24%	25%
% At Level 1	*	*	0%	12%	0%
Number of students tested	7	8	11	17	16
STATE SCORES					
% At Level 5	24%	18%	18%	14 %	13%
% At Level 4	67%	59%	61%	53%	50%
% At Level 3	79%	74%	76%	71%	67%
% At Level 2	16%	21%	17%	20%	22%
% At Level 1	4%	5%	8%	10%	11%

Minnesota Comprehensive Assessment
Subject Reading **Grade** 5

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	March	April	March	March
School Scores					
% At Level 5	35%	38%	13%	18%	11%
% At Level 4	80%	71%	34%	47%	47%
% At Level 3	85%	71%	55%	71%	65%
% At Level 2	10%	13%	30%	24%	25%
% At Level 1	5%	17%	17%	6%	11%
Number of students tested	20	24	24	34	28
Percent of total students tested	100%	100%	100%	100%	97%
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	5%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Eligible for free and reduced-priced meals					
% At Level 5	*	*	18%	21%	0%
% At Level 4	*	*	36%	50%	29%
% At Level 3	*	*	54%	57%	50%
% At Level 2	*	*	18%	29%	29%
% At Level 1	*	*	27%	14%	21%
Number of students tested	8	9	11	14	14
1. Not eligible for free and reduced-priced meals					
% At Level 5	42%	53%	8%	15%	23%
% At Level 4	84%	80%	31%	45%	69%
% At Level 3	84%	80%	54%	80%	84%
% At Level 2	8%	20%	38%	20%	15%
% At Level 1	8%	0%	8%	0%	0%
Number of students tested	12	15	13	20	13
2. Male					
% At Level 5	31%	33%	8%	12%	0%
% At Level 4	85%	66%	23%	24%	33%
% At Level 3	93%	66%	54%	59%	50%
% At Level 2	8%	13%	23%	29%	25%
% At Level 1	0%	20%	23%	12%	25%
Number of students tested	13	15	13	17	12
3. Female					
% At Level 5	*	*	18%	24%	19%
% At Level 4	*	*	45%	71%	57%
% At Level 3	*	*	54%	83%	76%
% At Level 2	*	*	36%	18%	25%
% At Level 1	*	*	9%	0%	0%
Number of students tested	7	9	11	17	16
STATE SCORES					
% At Level 5	36%	30%	25%	25%	24%
% At Level 4	63%	64%	64%	64%	63%
% At Level 3	71%	75%	77%	75%	74%
% At Level 2	11%	15%	14%	15%	15%
% At Level 1	8%	9%	10%	10%	11%